AN INVESTIGATIVE STUDY OF ASSESSMENT PRACTICES IN TRADITIONAL & ONLINE SET UP IN HIGHER EDUCATION INSTITUTES

SHORT SYNOPSIS

Submitted in partial fulfilment of the requirement of the degree of

DOCTOR OF PHILOSOPHY

to

Manav Rachna University

by

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I hereby declare that the short synopsis "Title An investigative study of Assessment practices in traditional & online set up in higher education institutes" being submitted in partial fulfillment of the requirement for the degree of Doctor of Philosophy in department of Education & Humanities under Faculty of Education & Humanities of Manav Rachna University, Faridabad during the academic year 2021-2022...

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ABSTRACT

Assessment is an action of making inferences or judgements about something; In education, teachers make assessment regarding student's actions and reactions. Assessment focuses on learner, learning, teacher, course, goals and institution. In Traditional and Online set up of education, assessment practices are different based on the situation. Reliable and valid assessment should be the key feature of evaluating criteria in the curriculum. Assessment at Higher Institutes uses quantitative and qualitative data both to interpret student's performance and learning.

The present study aims at investigating formative and summative assessment practices in online and traditional set up of Higher Education Institute. It will study teachers' challenges and learner's perception towards assessment in Traditional and Online set up in higher education Institute. It will also study the feedback system of assessment as well as the best practices of Higher Education Institute to make assessment practices better. The sample of the study is 400 students. 60 faculty and 10 academic leaders from various Higher Educational institute of Delhi NCR.

Keywords: Assessment, Formative Assessment, Summative Assessment, Online Set-Up, Feedback.

1. INTRODUCTION

An assessment is something which we start imagining right from the step of planning. Everything we plan and implement is based on the purpose of assessing it at the end so that it achieves or fulfills our planned outcomes for the course, activity or the task we performed. Effective classroom assessment techniques are immediately connected to course goals and intended outcomes (Dicarlo & Cooper, n.d.). Effectual assessment for learning encourages the students for active participation (Rawlusyk, 2018). Assessment events drive us to the learning outcomes and they are the base for structuring the designs of the learning environment (Ahmed et al., 2019). Assessment at secondary level prepares the student for tertiary level; at this stage students are continuously assessed to keep the data updated about the strengths and weaknesses of the student (Ogunleye & Omolayo, 2016). Assessments are designed for some intended purpose not just for showing up in the curriculum as without its implementation, the learning process is always imperfect and partial (Caffrey, 2010). In both, traditional and online set-up, Examination system is crucial when it decides burgeoning and blossoming features of the individual on the basis of the written exams only, disregarding the capabilities of the child (Caffrey, 2010), that's why the need of CCE took place in the education system to for the computation of child's potential and aptitudes to the core. Assessment reinforces the teaching-learning process by giving us the loopholes which have to be covered by improvement in our teaching processes or in the ways of learning. Assessment is not always formative or summative or not always in the formal manner; it can also be done in an informal manner by generally discussing over the topics to be covered or by assigning some tasks to the students to see their behavior and sense of responsibility.

1.1 ASSESSMENT IN TRADITIONAL AND ONLINE SET UP

Education now-a-days has been split into two categories: Traditional Classroom learning and Online Learning. In traditional classroom learning, a lesson plan is delivered to students by a teacher-in-person. Teacher with a standard curriculum prepares what has to be taught with what techniques to achieve the learning objectives. Typically, we call this method as pen-paper learning, as a student's comprehension is measured regularly with the prescribed or standardized tests at a regular interval of time (*Traditional Classroom Definition and Meaning - Top Hat*, n.d.).

Concept of Online learning has also been in knowledge for decades but has gained value in recent times as the most remarkable development in the Information System industry (Strawser & Neuberger, 2020), in this method lessons are delivered to the students with the same perspective of meeting learning objectives but by using electronic technologies. COVID-19 made online learning as the most familiar way of teaching and learning.

When COVID-19 took place, Online learning became a necessity for teachers and students to continue their teaching-learning process. With the emergence of applying online education worldwide, teachers and students both came up with a lot of challenges and responsibilities at their own levels. Keeping in mind the situation, UNESCO; an apex body, also declared online learning as the only measure to continue with education and foremost the only way to stop the

spread of the disease worldwide. UNESCO also provided the free educational platforms and resources to needy students, educational institutions to continue the interaction during the closure without any constraint (UNESCO (2020a). COVID-19 educational disruption and response).

In today's scenario assessment is the key part of online education. It is hard to maintain the real purpose of assessing sometimes in the online classes but anyhow teachers and instructors have to manage so as to gather the relevant information about student's performance and progress attained during the specific span of time. It is also mandatory and best to keep the assessment continued throughout the learning process so that efficacy of feedback is maintained. Technology can be proved as a biggest support in this situation, Blended Learning, digital Classrooms and technology integrated assessments have proven the need of the hour has been fulfilled throughout the pandemic. The adoption of online learning was a need but in a sudden emergency it was very difficult to go through; but our experts, policy makers, teachers, learners and parents successfully found a solution for the problem (Tilotta & Park K-, 2020). The world's technologies are at its best for providing the best education to the students at their homes and even the assessment process is also improving day by day with the positive innovations in the digitization field. The COVID scenario has turned out to be the Digital Era for the education sector as the education sector has accepted a lot of learning and assessment platforms so that there are no hindrances in the path of teaching-learning.

2. ASSESSMENT AT HIGHER EDUCATION LEVEL

Assessment at a higher level is critical as every learner is thoroughly diagnosed with severe commands. Various experimental data is applied on the learners to analyze what they have learnt and also to investigate the depth of level of understanding. Educators and educational leaders have perpetually debated on assessment practices at higher educational level (Yüksel & Gündüz, 2017). With all the ongoing discussions over student assessment points on issues whether a student's victory in examination connects to high standards, which assessment practices are best for achieving learning outcomes, do assessment practices encourage long lasting learning and how feedback nurtures student's progression (McCarthy, 2017). Explorer's pinpointed educators do not always connect assessment with effective and efficient learning. Rather they observe assessment like a tradition that denotes evaluation which goes hand in hand with grades formation. But researchers always supported the statement that assessment can be the greatest and magnificent tool for active participation of learners in the learning process (Kerton & Cervato, 2014) .

2. REVIEW OF RELATED LITERATURE

The review of existing studies has examined that using accessible and foremost classroom techniques have sustained learners learning in non-traditional settings also, Classroom assessment process contemplates tutelage and quantify the approach of assimilation and intended course goals in terms of achieving educational purpose (Dicarlo & Cooper, n.d.).

Assessment can dominate a learner's psychological situation, extensively their inducement and self-perception. These occurrences in psychological state sways how learner's manage succeeding assessment practices; where balance of contrary forces can be seen on inducement and self-observation which helps in self-motivation (Vaessen et al., 2017).

Assessment means assessing a student's ability to make the student's belief that imparted lessons by the teachers' have to be cloned by them practically to make the understanding better so as to meet the learning objective. Assessment itself extends from providing feedback to learners and teacher' to make forecasts of the future achievements of the learners catching sight for; justifying learning and grading, applicable in order to improve further learning in future and most crucial variance between learners and teachers was how well feedback process served, which also perceived that there is a urgent need of professional training and assistance for teachers (Li & De Luca, 2014).

WISER (Writing, Immersive Experiences, Speaking, Ethical Communication and Research) is an acronym for five content upholders for effective communication instruction which is used to ensure the improvement in assessment efforts not only for recording but also for improving student's learning (Strawser & Neuberger, 2020).

A new conception of assessment for the new millennium consolidates assessment and learning and reanalyzes the characters of students and learning in the assessment process. There is a need to research to refine conceptual basis of new modes of assessment, to registering learning consequences and scathing factors (Dysthe, 2007).

An assessment is essential in order to manage students an opportunity to consider on their performance and to signify the range to which they have proceeded in order to achieve their set goals (Basera, 2019).

Constant evaluation, according to Federal Ministry of Education, Science and Technology (FMEST, 1985), is defined as a structure in which the final learning outcome of a pupil in cognitive, affective and psychomotor domains of behaviour occur in standardized manner, all his achievement within a particular time of schooling; all this type of assessment involves the use of a large array of means of evaluation with an aim of leading the way and polishing up learning and execution art of the student (Ogunleye & Omolayo, 2016).

Formative assessment targets to fill the chinks observed by the teachers in learner's present state and expected outcome. Classroom Response Systems (CRSs) are important tools which provides important tips to improve the level of teaching with formative assessment. The research shows restricted consideration on usefulness and moralistic purpose on receiving assumption of theories and models (Şahin, 2019).

Formative assessments strengthens ‘learning to learn’ skills by highlighting the process of teaching and learning by necessitating learners as partners in the process.it also constructs skills at peer assessment and self-assessment and assists them to grow with effective learning plan of actions (Oecd, 2005).

According to Sadler (1987), formative assessment in reality stands for studying the gaps between real performance and desired performance of the student.

(Scriven, 1967) and Bloom et al. (1971) defines summative assessment tests as the ones which are taken at the last of teaching episodes in order to grade and certify student’s learning and also to check the effectiveness of the curriculum.

While summative assessment deals with teachers as the main power or dominance factor and shows learners as the progressors of the past only, and does not make teachers liable to also test their own teachings so as to redesign wherever needed according to the needs of the learners (Ahmed et al., 2019).
Traditional classroom assessment satisfies students more as it helps in gaining abiding knowledge along with first class learning and education (Holzinger et al., 2020).

In the forethought of digital learning, it is mandated not only to design the content but maintaining the reciprocity too is important (Ferri et al., 2020), indeed Bernard et al. explored that reciprocity escalates academic achievement.

Students' perception for online assessment is much better than traditional assessment considering the interface and proportion of the feedback on the display panel, as the data presented on the computer screen is one-third of the data presented on the paper visually (Özden et al., 2004).

(Khaitan, Ankur Shankhwar, Anmol Jeyanth, Nishant Kharbanda, Mankaran Dulipala, Nikhil Jhunjhunwala, 2017) found that Online education in India has a mix of faithful online learners and offline players with an online presence; C2C (Content generated, curated and consumed by individuals) business models have also popped up where the platform connects potential teachers and students. B2B (Business to Business) offerings are also frequent in higher education, where institutions offer degree/diploma courses to students through their own platforms or third-party aggregators.

Computer assisted assessment (CAA) encircles a variety of activities, counting the instruction passed, marking and inspecting of all or the segment of the learner’s assessment process using the computer correlated technologies including widening of assessment process, reducing the burden of achieving grades and for authentic feedback (Özden et al., 2004).

Eruditeness and cross learning are important to implement for “sustainable assessment”- a belief initiated by David Boud to familiarize the way of assessment which enables continuous and never-ending learning. Online classes on Zoom/Google meet do not give enough space for teacher-student and student-student discussion-based learning and this is ultimately detrimental for the student learning process (*Reforming Assessment Practices In Pandemic-Era Education*, n.d.).

Online courses with online assessments at higher level is a much concentrated and hard-working process for the teachers and computer management staff, but the positive sides are so prominent that when we arrive at end results of pedagogy and learning, online assessments are recognized worth practicing (Abed Hmdi, 2011).

Assessment is indispensably essential at higher level of education because it revives student's attitude and behaviour towards learning. It gives them all the requisites and necessary feedback on the strengths and weaknesses and it also adheres awareness on how to improve wherever needed (Basera, 2019).

Higher education assessment is stated as one of the most important state of assessing as at this stage students produce information more rather than of getting it from the teaching process. At this stage assessment of learning needs gets changed to assessment for learning needs (Yüksel & Gündüz, 2017).

There has been substantial literature in higher education assessment that has promoted the fact that assessment is connected or integrated with instruction, it is not merely a process that corrects learning (Ali Sawand et al., 2015).

Simultaneously it is clear from several uncovered facts that factors affecting learning outcomes, affects teacher's capabilities also that's why teacher assessment evaluation schemes should also get into the point of consideration (Bambawale et al., 2018).

Conception or faith is a slice of the understanding or skill that every professional must have, which clears that teachers' conception or faith dominates their approaches of assessment (Azis, 2012).

Some investigators during assessment practices noticed that students achieve higher grades in traditional classes than those of online classes, while some noticed the inverse of the statement.

Feedback of assessment is an essential feature that should be maintained. It shows the grades and achieving level of the students according to the intended outcome shown in the curriculum. But, sometimes authenticity of feedback is limited due to the contingent obstructions and conceptual crack (Li & De Luca, 2014).

In view of the level of harmonization of feedback at the higher level of education to the need of the students individually, the emphasis on the feedback literature are as the corrective tool, where it should be consider as the provocation tool, where the learners understand very clearly to rectify their understandings (Evans, 2013).

Over all the review of literature shows that most of the studies are done in the area of school education. There is need to do more research in the area of Higher Education Institute.

3. DESCRIPTION OF BROAD AREA

3.1 RATIONALE OF THE STUDY

Assessment at higher level is directly connected with castigating thoughts of the learners, at this stage all their thoughts are molded in the best possible manner with the continuous assessment to build a well settled future. Assessment is a proof of achievement (Black & Wiliam, 2003).

It clears out the point that higher institutions are trying their best from years to carry out the best assessment practices for effective and efficient teaching-learning process. No bias policy go hand in hand with the all the assessment practices. Assessment at higher level decides the future of the learner's capabilities. With the increasing importance of assessment at higher level in both traditional and online set up, numerous of technologies are being adopted by the institutions.

All the higher Education Institutes are looking forward for the ways of enhancing assessment practices. Many deliberations are going on worldwide in the world of academia. It is therefore essential to know the exact status of assessment practices in various higher education institutes. In today's era and especially after COVID-19 pandemic, Online learning has become imperative. Online assessment is very crucial in traditional and online set up to enhance the quality of learning as well as to make meaningful and higher objective-oriented learning possible. This study will be helpful in understanding the various practices of formative and summative assessment in traditional and online set up to learn from experiences and reflection. To make assessment acceptable and student friendly, it is essential to know the perspectives of students towards these assessment practices. Formulating good Assessment designs and practices is a creative as well as very intellectual task. It also needs to be supported by the system around. Therefore, teachers' problems and challenges have to be taken in to consideration. To get the insight regarding above mentioned aspects, this study is undertaken.

3.2 STATEMENT OF THE STUDY

An Investigation of Assessment practices in Traditional and Online Set- up in Higher Education Institutes.

3.3 DEFINITION OF TERMS

Conceptual Definitions

ASSESSMENT

Assessment is the systematic collection, review and use of information about educational programs undertaken for the purpose of improving student learning and development.

Assessment is the collection of relevant information that may be relied on for making decisions.

HIGHER EDUCATION INSTITUTES

Higher education comprises all post-secondary education, training and research guidance at education institutions such as universities that are authorized as institutions of higher education by state authorities.

Higher-educational institutions include not only universities and colleges but also various professional schools that provide preparation in such fields as law, theology, medicine, business, music and art. Higher education also includes teacher-training schools, junior colleges, and institutes of technology.

ONLINE ASSESSMENT

Online assessment refers to the use of information technology in innumerable ways to assess the performance and measure student learning.

Online assessment is the process of conducting a test online to gauge the participant's learning and mastery over a particular subject.

TRADITIONAL ASSESSMENT

Traditional assessments are the "tests" taken with paper and pencil. They often refer to formal tests that checks student's ability to recollect and reproduce the content studied during the course.

Traditional assessment evaluates the learning and retaining capacity of a child. It analyses how much of the provided material or syllabus has been acquired by the student.

FORMATIVE ASSESSMENT

Black and William (1998) define formative assessment as the process that provides both instructors and students with feedback on on-going teaching and learning with an aim to improve students' learning and attainment of the instructional objectives.

Sadler defines Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

SUMMATIVE ASSESSMENT

The University of Warwick (2011) defines summative assessment as: Assessed work which contributes to the final outcome of a student's degree, such as unseen examinations, essays, dissertations or presentations.

Taras (2005) defines summative assessment as a sort of 'judgment which encapsulates all the pieces of evidence to a given point.

4. AIMS OF THE STUDY

To investigate summative and formative and assessment practices in traditional & online set up from learners' and teachers' perspectives in higher education institute.

OBJECTIVES OF THE STUDY

1. To study the diversity of assessment practices in Traditional and Online set up in Higher Education Institutes.
2. To study the quality of assessment practices in Traditional and Online set up in Higher Education Institutes.
3. To study learner's perception towards assessment in Traditional and Online set up in higher education Institutes.
4. To study the challenges of assessment faced by teachers in Traditional and Online set up in higher Education Institutes.
5. To study the feedback system of assessment in Traditional and Online set up in Higher Education Institutes.
6. To study the best practices of Higher Education Institutes to make assessment practices better.

OBJECTIVES	METHOD OF RESEARCH	SAMPLE	TOOL	STATISTICAL TECHNIQUES
1. To study the diversity of assessment practices in Traditional and Online set up in Higher Education Institutes.	Survey	Academic leaders/faculties from 10 Colleges/ Universities	Checklist	Percentage and Average
2. To study the quality of assessment practices in Traditional and Online set up in Higher Education Institutes.	Survey	Academic leaders/faculties from 10 Colleges/ Universities	Questionnaire	Percentage and T-Test
3. To study learner's perception towards assessment in Traditional and Online set up in higher education Institutes.	Survey	400 students	Open-Ended Questionnaire	Content Analysis, Percentage and T-test
4. To study the challenges of assessment faced by teachers in Traditional and Online set up in higher Education Institutes.	Survey	60 faculties	Interview	Thematic Analysis
5. To study the feedback system of assessment in Traditional and Online set up in Higher Education Institutes.	Case Study	Academic leaders/faculties from 10 Colleges/ Universities	Interview and Questionnaire	Content Analysis
6. To study the best practices of Higher Education Institutes to make assessment practices better.	Case Study	10 Academic Leaders	Interview	Thematic Analysis

6. METHODOLOGY OF THE STUDY

For this study, Mixed Method Research design will be used. Mixed design is explained as investigating for gathering data, examining and integrating via comparative and observational design (Yıldırım, & Şimşek, 2013). In the present study, quantitative as well as qualitative approaches will be used. Survey method will be used for the present study where in questionnaires will be used to collect quantitative data and interviews will be conducted to collect qualitative data.

POPULATION, SAMPLE AND SAMPLING TECHNIQUES

Population: Students enrolled for graduation will be the population of this study.

Sample: 400 students enrolled for graduation in Delhi NCR region will be the sample of this study for survey. 60 faculty from various departments of i.e Engineering, Architecture, Design, Law, Management of higher Education Institutions will be the sample for this study. 10 academic leaders i.e Vice chancellors, Pro Vice chancellors, Dean academics or Director, IQAC will be the sample of the study.

Sampling Technique: Simple Random Sampling technique will be used to select students for the survey. For the selection of colleges Convenience Sampling will be used.

TOOLS OF RESEARCH

Questionnaire will be used for collecting quantitative data and interview

Schedules will be used for collecting qualitative data. Both tools will be prepared by the researcher.

ANALYSIS OF DATA

In the research, descriptive statistics will be pre-owned in the exploration of comparative data, and the product or the outcome will be estimated in frequencies, percentages and means, median, mode, Stand in the tables.

For the inferential analysis T test, Anova will be used.

For the qualitative analysis, thematic analysis will be used.

SCOPE AND DELIMITATION OF STUDY

This study is limited to Higher Education Institute of Delhi NCR region. The research is about Assessment practices including formative and summative online practices. Traditional as well as Online assessment practices will be taken in to consideration. It is limited to the students, teachers and Academic leaders.

EXPECTED OUTCOME OF THE STUDY

The research will be helpful to gain the insights about the status of various online assessment practices in Higher Education Institutions.
It will throw light upon the challenges faced by teachers and learners' perspectives which further would help us in providing guideline to enhance the quality of assessment.
The present study will be helpful in understanding best practices which suits and works for students.

8. SIGNIFICANCE OF THE STUDY

Valid and transparent assessments give opportunities to students and teachers' both to grow and learn. Assessment determines whether the educational goals are attained effectively and efficiently or not. This study will be helpful to the curriculum developers to prepare it in such a way that educational goals should be the prime goal keeping in mind the students and teachers' perspectives. This study will also give sustainable measures to prepare the students for tertiary level so as to build their future. It will help in getting authentic feedbacks to the students, teachers' as well as parents to give unambiguous results. Curriculum developers will be able to design assessment incorporating into curriculum. Teachers will understand students' perspectives, need and interest which would be helpful for them to design quality assessment practices.

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